3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to

child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))
☐ Yes.
☑ No.
Please identify the State or local (if applicable) entity/agency responsible for licensing:
 Bright From the Star: Georgia Department of Early Care and Learning (DECAL)

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.
 Licensing requirements serve as minimum health and safety requirements for child care learning centers, group day care homes, and family day care homes.

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?

Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of center-based settings are exempt from licensing in your State/Territory. For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs **Child care programs operated by government agencies such as schools; Head Start programs; four-hour preschool programs; and some summer camp programs, Boys and Girls clubs, YMCAs, YWCAs, Board of Education, Parks and Recreation and other programs where a fee is not charged are exempt from licensing.**
Group Home Child Care N/A. Check if your State/Territory does not have group home child care. ☐	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are exempt from licensing: **Child care programs operated by government agencies such as schools; Head Start programs; four-hour preschool programs; and some summer camp programs, Boys and Girls clubs, YMCAs, YWCAs, Board of Education, Parks and Recreation and other programs where a fee is not charged are exempt from licensing.**

Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. **Reminder** - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing: **Child care programs operated by government agencies such as schools; Head Start programs; four-hour preschool programs; and some summer camp programs, Boys and Girls clubs, YMCAs, YWCAs, Board of Education, Parks and Recreation and other programs where a fee is not charged are exempt from licensing.**
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. **Reminder** - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: **Anyone who cares for less than three children is not required to be licensed.**

 Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at http://nrckids.org/ to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**
☑

d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: http://nrckids.org/stepping

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care

Do the licensing requirements include **child:staff ratios and group sizes?** If yes, specify age group, where appropriate:	☑ Child:staff ratio requirement:	☑ Child:staff ratio requirement:	☑ Child:staff ratio requirement:	☐ Child:staff ratio requirement:
	Infants less than one year old or children under eighteen months who are not walking 1:6; maximum; One year olds who are walking 1:8; maximum; Two year olds 1:10; maximum; Three year olds 1:15; maximum; Four year olds 1:18; maximum; Five year olds 1:20; maximum; Six years and older 1:25;	Infants less than one year old or children under eighteen months who are not walking 1:6.; One year olds who are walking 1:8, Two year olds 1:10; Four year olds 1:18; Five year olds 1:18; Six years and older 1:18	a) An employee who must be at least 16 years of age must be present to assist with supervision whenever: 1) more than three children under the age of 12 months are present; or 2) more than six children under the age of three years are present; or 3) more than eight children under the age of five years are present.	☐ Group size requirement:
	☑ Group size requirement:	☑ Group size requirement:	☑ Group size requirement:	☑ No requirements.
		None	None	
		☐ No requirements.	☐ No requirements.	

	Infants less than one year old or children under eighteen months who are not walking maximum group size: 12; One year olds who are walking maximum; Two year olds maximum group size: 20; Three year olds maximum group size: 30; Four year olds maximum group size: 36. Five year olds maximum group size: 40; Six years and older max. group size: 50			
	☐ No requirements.			

Do the licensing requirements identify specific experience and educational **credentials for child care directors?**	☑ High school/GED	☑ High school/GED	☑ High school/GED	☐ High school/GED
	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)
	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential
	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree
	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree
	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing
	☐ Other:	☐ Other:	☐ Other:	☐ Other:

Do the licensing requirements identify specific experience and educational **credentials for child care teachers?**	☑ High school/GED	☑ High school/GED	☑ High school/GED	☐ High school/GED
	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)	☐ Child Development Associate (CDA)
	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential	☐ State/ Territory Credential
	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree	☐ Associate's degree
	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree	☐ Bachelor's degree
	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing	☐ No credential required for licensing
	☐ Other:	☐ Other:	☐ Other:	☐ Other:
Do the licensing requirements specify that directors and caregivers must attain a specific number of **training hours per year?**	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year	☐ At least 30 training hours required in first year
	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year	☐ At least 24 training hours per year after first year
	☐ No training requirement	☐ No training requirement	☐ No training requirement	☐ No training requirement
	☑ Other: 10 hours annually	☑ Other: 10 hours annually	☑ Other: 10 hours annually	☐ Other:

e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

☑ Yes.

Describe: **Increased director and teacher education credential requirements will become effective in December 2012.**

☐ No.

3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☐ Physical exam or health statement for providers	☐	☐	☐	☐
☐ Physical exam or health statement for children	☐	☐	☐	☐

☐ Tuberculosis check for providers	☐	☐	☐	☐
☐ Tuberculosis check for children	☐	☐	☐	☐
☐ Provider immunizations	☐	☐	☐	☐
☑ Child immunizations	☑	☑	☑	☐
☑ Hand-washing policy for providers and children	☑	☑	☑	☐
☑ Diapering policy and procedures	☑	☑	☑	☐
☑ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☑
☑ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☑	☑	☑	☐
☐ Other. Describe:	☐	☐	☐	☐

b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
☑ Fire inspection	☑	☐	☑	☐
☑ Building inspection	☑	☐	☑	☐
☐ Health inspection	☐	☐	☐	☐
☑ Inaccessibility of toxic substances policy	☑	☑	☑	☐
☑ Safe sleep policy	☑	☑	☑	☐
☑ Tobacco exposure reduction	☑	☑	☑	☐
☑ Transportation policy	☑	☑	☑	☐
☐ Providers to submit a self-certification or complete health and safety checklist	☐	☐	☐	☐
☐ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	☑	☑	☑	☐

☐ Other. Describe:	☐	☐	☐	☐

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system. Examples: Training covers Georgia's law on mandated reporting, dispelling myths about abusers, reporting policies and procedures, types of abuse, signs and symptoms of abuse.
	First Aid (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	Training on infectious diseases (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system. Examples: Diapering, hand washing, communicable diseases, illness policies, daily health checks, sanitizing, food safety
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system. Examples: Learn to recognize characteristics of SIDS and understand ways to reduce SIDS in the child care environment

	Medication administration (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Child development (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	Supervision of children (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Behavior management (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Nutrition (Child Care Centers)	N/A	N/A
	Breastfeeding (Child Care Centers)	N/A	N/A
	Physical activity (Child Care Centers)	N/A	N/A
	Working with children with special needs or disabilities (Child Care Centers)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	Emergency preparedness and response (Child Care Centers)	Emergency Prepardness and response training is required on an on-going basis for child care providers. Providers can obtain free training through the Resource and Referral agency in their area or through the state's Professional development system.	N/A
	Other. (Child Care Centers) Describe: N/A	N/A	N/A
Group Home Child Care	CPR (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	First Aid (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

| | Training on infectious diseases (Group Home Child Care) | N/A | | Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

 Examples: Diapering, hand washing, communicable diseases, illness policies, daily health checks, sanitizing, food safety |
| | SIDS prevention (i.e., safe sleep) (Group Home Child Care) | N/A | | Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

 Examples: Learn to recognize characteristics of SIDS and understand ways to reduce SIDS in the child care environment |

	Medication administration (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system. Examples: Georgia law on mandated reporting, dispelling myths about abusers, reporting policies and procedures, types of abuse, signs and symptoms of abuse.

	Child development (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Supervision of children (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Behavior management (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	Nutrition (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system. Examples: Learn more about childhood overweight, and test out a developmentally appropriate curriculum unit with hands-on activities to teach young children about nutrition and physical activity
	Breastfeeding (Group Home Child Care)	N/A	N/A
	Physical activity (Group Home Child Care)	N/A	N/A
	Working with children with special needs or disabilities (Group Home Child Care)	N/A	Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	Emergency preparedness and response (Group Home Child Care)	N/A	Emergency preparedness and response training is required on an on-going basis for child care providers. Providers can obtain free training related through the Resource and Referral agency in their area or through the state's Professional development system.
	Other. (Group Home Child Care) Describe: N/A	N/A	N/A
Family Child Care Providers	CPR (Family Child Care Providers)	Health and safety training is required initially for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.	N/A
	First Aid (Family Child Care Providers)	Health and safety training is required initially for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.	N/A

	Training on infectious diseases (Family Child Care Providers)	Health and safety training is required initially for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system. Examples: Diapering, hand washing, communicable diseases, illness policies, daily health checks, sanitizing, food safety	N/A
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	N/A	Health and safety training is required on an on-going basis for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system Examples: Learn to recognize characteristics of SIDS and understand ways to reduce SIDS in the child care environment

	Medication administration (Family Child Care Providers)	N/A	Health and safety training is required on an on-going basis for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	N/A	Health and safety training is required on an on-going basis for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system Examples: Georgia law on mandated reporting, dispelling myths about abusers, reporting policies and procedures, types of abuse, signs and symptoms of abuse

	Child development (Family Child Care Providers)	Health and safety training is required initially for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.	N/A
	Supervision of children (Family Child Care Providers)	Health and safety training is required initially for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.	N/A
	Behavior management (Family Child Care Providers)	Health and safety training is required initially for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.	N/A

	Nutrition (Family Child Care Providers)	Health and safety training is required initially for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system. Examples: Learn more about childhood overweight, and test out a developmentally appropriate curriculum unit with hands-on activities to teach young children about nutrition and physical activity	N/A
	Breastfeeding (Family Child Care Providers)	N/A	N/A
	Physical activity (Family Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (Family Child Care Providers)	N/A	N/A

	Emergency preparedness and response (Family Child Care Providers)	Emergency preparedness and response training is required on an on-going basis for family child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system	N/A
	Other. (Family Child Care Providers) Describe: N/A	N/A	N/A
In-Home Child Care Providers	CPR (In-Home Child Care Providers)	N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	First Aid (In-Home Child Care Providers)	N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Training on infectious diseases (In-Home Child Care Providers)	N/A N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Medication administration (In-Home Child Care Providers)	N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Child development (In-Home Child Care Providers)	N/A N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.

	Supervision of children (In-Home Child Care Providers)	N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Behavior management (In-Home Child Care Providers)	N/A	**This is a DHS requirement for in-home providers who provide subsidized care. In- home providers are not required to be licensed.** Health and safety training is required on an on-going basis for child care providers. Providers can obtain free training related to this health and safety requirement through the Resource and Referral agency in their area or through the state's Professional development system.
	Nutrition (In-Home Child Care Providers)	N/A	N/A
	Breastfeeding (In-Home Child Care Providers)	N/A	N/A

	Physical activity (In-Home Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (In-Home Child Care Providers)	N/A	N/A
	Emergency preparedness and response (In-Home Child Care Providers)	N/A	N/A
	Other. (In-Home Child Care Providers) Describe: N/A	N/A	N/A

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii))(A))

☐ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.

☐ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.

☑ Relative providers are subject to certain requirements.

Describe the different requirements:

All informal child care providers who receive CAPS subsidies must complete a satisfactory criminal background check within six weeks of enrolling with CAPS to provide subsidized care.

Informal child care providers are also required to complete 8 hours of health and safety training per year and are required to maintain infant/toddler CPR certification.

e) Provide a web address for the State/Territory's health and safety requirements, if available:

http://decal.ga.gov/ChildCareServices/RulesAndRegulations.aspx

3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's

licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

☑ Yes. If "Yes" please refer to the chart below and check all that apply.
☐ No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
☑ Center-Based Child Care	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☑ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☑ Other.	☐ Other.
	Describe: **Only technical assistance and initial licensing visits are announced.**	Describe:

☑ Group Home Child Care	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☑ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☑ Other.	☐ Other.
	Describe: **Only technical assistance and initial licensing visits are announced.**	Describe:
☑ Family Child Care Home	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☑ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☑ Other.	☐ Other.
	Describe: **Only technical assistance and initial licensing visits are announced.**	Describe:
☑ In-Home Child Care	☐ Once a Year	☐ Once a Year
	☐ More than Once a Year	☑ More than Once a Year
	☐ Once Every Two Years	☐ Once Every Two Years
	☑ Other.	☐ Other.
	Describe: **DHS providers are monitored within six weeks of enrollment in the program**.	Describe:

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

☑Yes. If "Yes" please refer to the chart below and check all that apply.

☐No.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	☑ Yes.
	Describe: **Prospective child care centers and group day care homes are required to have director attend 40 hours of training and a licensing orientation meeting prior to being licensed. Prospective family day care homes are required to have 20 hours of training and attend a registration orientation meeting.**
	☐ No.
	☐ Other.
	Describe:
Licensing staff has procedures in place to address violations found in an inspection.	☐ Providers are required to submit plans to correct violations cited during inspections.
	☑ Licensing staff approve the plans of correction submitted by providers.
	☑ Licensing staff verify correction of violation.
	☑ Licensing staff provide technical assistance regarding how to comply with a regulation.
	☐ No procedures in place.
	☐ Other.
	Describe:

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	☐ Provisional or probationary license
	☑ License revocation or non-renewal
	☑ Injunctions through court
	☑ Emergency or immediate closure not through court action
	☑ Fines for regulatory violations
	☐ No procedures in place.
	☐ Other.
	Describe:
The State/Territory has procedures in place to respond to illegally operating child care facilities.	☑ Cease and desist action
	☑ Injunction
	☐ Emergency or immediate closure not through court action
	☐ Fines
	☐ No procedures in place.
	☐ Other.
	Describe:
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	☑ Yes.
	Describe: **Hearings with the Office of State Administrative Hearings**
	☐ No.
	☐ Other.
	Describe:

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF:

Revocation of a license/registration

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

☑ Yes.

If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory's process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

All directors of child care programs in Georgia are required by law to have a satisfactory national FBI background check. The law states that any felony charge and certain misdemeanors make the record unsatisfactory. All other employees in child care programs must have a satisfactory local/state background check and the same standards apply. Directors and employees with unsatisfactory background checks are not allowed, by Georgia law, to work in a child care program. Directors and other employees pay the cost of background checks. Directors and other employees may appeal the unsatisfactory background check determination to the Office of State Administrative Hearings.

☐ No.

CCDF Categories of Care	Types of Background Check	Frequency

☑ **Center-Based Child Care** Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers: Directors, teachers and volunteers	☐ Child Abuse Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☑ Other.
		Describe: **The child abuse registry in Georgia was declared unconstitutional by the Georgia Supreme Court and no longer exists.**
	☑ State/Territory Criminal Background	☑ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
	☑ FBI Criminal Background (e.g., fingerprint)	☑ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
	☑ Sex Offender Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☑ Other.

		Describe:
		This information is obtained as part of the FBI background check for directors and the Georgia Crime Information Center check for employees.

☑ **Group Child Care Homes** Who is subject to background checks for group homes? For example, provider, non-provider residents of the home: Directos, teachers and volunteers	☐ Child Abuse Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☑ Other.
		Describe: **The child abuse registry in Georgia was declared unconstitutional by the Georgia Supreme Court and no longer exists.**
	☑ State/Territory Criminal Background	☑ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
	☑ FBI Criminal Background (e.g., fingerprint)	☑ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
	☑ Sex Offender Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☑ Other.

		Describe:
		This information is obtained as part of the FBI background check for directors and the Georgia Crime Information Center check for employees.

Family Child Care Homes		
☑ **Family Child Care Homes** Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home: Directors, teachers and volunteers	☐ Child Abuse Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☑ Other.
		Describe: **The child abuse registry in Georgia was declared unconstitutional by the Georgia Supreme Court and no longer exists.**
	☑ State/Territory Criminal Background	☑ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
	☑ FBI Criminal Background (e.g., fingerprint)	☑ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
	☑ Sex Offender Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☑ Other.

		Describe:
		This information is obtained as part of the FBI background check for directors and the Georgia Crime Information Center check for employees.

☑ **In-Home Child Care Providers** Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home: Provider this is a DHS requirement, not a licensing requirement, because these programs are not licensed.	☐ Child Abuse Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☑ Other.
		Describe: **The child abuse registry in Georgia was declared unconstitutional by the Georgia Supreme Court and no longer exists.**
	☑ State/Territory Criminal Background	☑ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
	☑ FBI Criminal Background (e.g., fingerprint)	☑ Initial Entrance into the System
		☐ Checks Conducted Annually
		☐ Other.
		Describe:
	☐ Sex Offender Registry	☐ Initial Entrance into the System
		☐ Checks Conducted Annually
		☑ Other.

		Describe:
		This information is obtained as part of the FBI background check for directors and the Georgia Crime Information Center check for employees.

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? (658E(c)(2)(E), §98.40(a)(2)):

N/A

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

☑ Yes.
Describe:

Parents and the public can utilize a search function on DECAL's website to access licensing inspection reports, licensing rules, and available resourcesat www.decal.ga.gov

☐ No.

3.1.4 Describe the State/Territory's policies for effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements.

N/A

3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

☐ Yes.

Describe

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes.
Describe

☑ No

☐ Other.

Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☐ Yes.
Describe

☐ No

☐ Other.

Describe

☐ No

☑ Other.

Describe

 Though the state does not require developmental screenings, child care resource and referral agencies provide training and technical assistance to family and group day care homes and child care learning centers on the use of the *Ages and Stages Questionnaire* for developmental screening. In addition, the agencies have Inclusion Coordinators who work with programs and families to ensure that referrals are made and potential developmental delays are addressed.

The voluntary QRIS includes standards in the area of Child Health, Nutrition, and Physical Activity. Programs participating in the QRIS will describe and demonstrate how the program uses developmental screenings, makes referrals when needed, and follows-up on referrals.

3.1.6 Data & Performance Measures on Licensing and Health and Safety Compliance - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

☑ Number of licensed programs.
Describe (optional):
DECAL maintains the data

☐ Numbers of programs operating that are legally exempt from licensing.
Describe (optional):

☑ Number of programs whose licenses were suspended or revoked due to non-compliance.
Describe (optional):
DECAL maintains the data

☑ Number of injuries and fatalities in child care as defined by the State/Territory.
Describe (optional):
DECAL maintains the data

☑ Number of monitoring visits received by programs.
Describe (optional):
DECAL maintains the data

☑ Caseload of licensing staff.
Describe (optional):

DECAL maintains the data

☑ Number of programs revoked from CCDF due to non-compliance with health and safety requirements.
Describe (optional):
 MAXIMUS, the provider payment system, maintains the data.

☐ Other.
Describe:

☐ None.
b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?
 DECAL determines if child care programs are compliant with core licensing rules based on the rule violations found during monitoring visits.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.
 DECAL is currently training and evaluating licensing staff for reliability. All licensing consultants are participating in a project that will measure the consistency of licensing findings between consultants and regions. Information will be used to refine the licensing instruments. Also, evaluation of a quality improvement project focused on low-performing child care programs is underway to determine the most effective interventions to improve compliance with health and safety rules.

3.1.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

Over the next two years, DECAL plans to reduce the number of centers classified as non-compliant by 20%. DECAL will continue to work on improving health and safety rules by researching best practices, evaluating the effectiveness of rules to prevent injuries, and soliciting stakeholder input. DECAL will also continue to implement improved technical assistance and training to assist child care programs with improving compliance with health and safety licensing rules.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.

☑ Birth-to-three
☑ Three-to-five
☑ Five years and older
☐ None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:
Georgia Early Learning Standards for children birth-three years:http://decal.ga.gov/ChildCareServices/GeorgiaEarlyLearningStandards.aspx; Georgias Pre-K Content Standards: http://decal.ga.gov/Prek/ContentStandards.aspx;   Georgia Performance Standards for Kindergarten-12th grade:
https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx

Which State/Territory agency is the lead for the early learning guidelines?
DECAL

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	☑	☑	☑
Social and emotional development	☑	☑	☑
Approaches to learning	☑	☐	☐
Logic and reasoning (e.g., problem-solving)	☑	☑	☑
Language development	☑	☑	☑
Literacy knowledge and skills	☑	☑	☑
Mathematics knowledge and skills	☑	☑	☑
Science knowledge and skills	☑	☑	☑
Creative arts expression (e.g., music, art, drama)	☑	☑	☑
Social studies knowledge and skills	☑	☑	☑
English language development (for dual language learners)	☑	☑	☑
List any domains not covered in the above:	☐	☐	☐
Other. Describe:	☐	☐	☐

3.2.3 To whom are the early learning guidelines disseminated and in what manner?
Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	☑	☐	☐
Parents using child care more broadly	☑	☐	☐
Practitioners in child care centers	☑	☑	☐

Providers in family child care homes	☑	☑	☐
Practitioners in Head Start	☑	☑	☐
Practitioners in Early Head Start	☑	☑	☐
Practitioners in public Pre-K program	☑	☑	☑
Practitioners in elementary schools	☑	☑	☑
Other. List:	☐	☐	☐

3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

☐ To define the content of training required to meet licensing requirements
☐ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
☐ To define the content of training required for the career lattice or professional credential
☐ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
☐ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
☐ To develop State-/Territory -approved curricula
☐ Other.

☑ None.

3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system? Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

☑ Cross-walked to align with Head Start Outcomes Framework
☑ Cross-walked to align with K-12 content standards
☑ Cross-walked to align with State/Territory pre-k standards
☐ Cross-walked with accreditation standards
☐ Other.

☐ None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☑ Yes.
Describe:

Georgia's Pre-K programs are required to use the Work Sampling System (WSS). Small changes have been made to WSS, with the publisher's approval, to meet specific Georgia's Pre-K requirements. Teachers are required to administer ratings twice a year. The ratings are then translated to a progress report for families

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

☑ Yes.
Describe:

Teachers are trained to incorporate the assessment results into their lesson plans. Teachers are also trained to use the assessment results to individualize instruction.

☐ No

☐ Other.
Describe:

b-2) If yes, is information on child's progress reported to parents?

☑ Yes.
Describe:

WSS ratings are translated to progress reports which are shared with families twice a year.

☐ No

☐ Other.
Describe:

☐ No

□ Other.
Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children as they enter kindergarten?
□ Yes.
Describe:

c-1) If yes, do the tools cover the developmental domains identified in 3.2.2?
□ Yes.
Describe:

□ No

□ Other.
Describe:

 Georgia's Pre-K students are assessed with the nationally recognized Work Sampling System (WSS). DECAL has been adding programs to the online version of the system, which will allow direct transfer of student data from Pre-K to Kindergarten teachers. The target date for all programs to be using the online system is 2014. Georgia's Pre-K Program will be able to aggregate Work Sampling System data by 2014. For information on the Work Sampling System, see:
http://www.decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx.

c-2) If yes, are the tools used on all children or samples of children?
□ All children.
Describe:

□ Samples of children.

Describe:

□ Other.

Describe:

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

☐ Yes.
Describe:

☐ No

☐ Other.
Describe:

☐ No

☑ Other.
Describe:

Georgia's Pre-K students are assessed with the nationally recognized Work Sampling System (WSS). DECAL has been adding programs to the online version of the system, which will allow direct transfer of student data from Pre-K to Kindergarten teachers. The target date for all programs to use the online system is 2014. Georgia's Pre-K Program will be able to aggregate WSS data by 2014. For information on the WSS, see: http://www.decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx.

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?
☑ Yes.
Describe:

Students enrolled in Georgia's Pre-K Program receive a Georgia Testing Identification Number which links child data from Georgia's Pre-K Program to the Georgia Department of Education system.

☐ No

☐ Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

☑ Number/percentage of child care providers trained on ELG's for preschool aged children.
Describe (optional):

At the end of each school year, the percentage of lead and assistant teachers in Georgia's Pre-K Program who have been trained on Georgia's Pre-K Content Standards can be measured.

☐ Number/percentage of child care providers trained on ELG's for infants and toddlers.
Describe (optional):

☐ Number of programs using ELG's in planning for their work.
Describe (optional):

☐ Number of parents trained on or served in family support programs that use ELG's.
Describe (optional):

☐ Other.
Describe:

☐ None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

See 3.2.8

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Currently, there is not an evaluation component connecting standards to children's progress. DECAL is exploring options for conducting a longitudinal study of Georgia's Pre-K Program beginning in the fall of 2011.

DECAL is using the Classroom Assessment Scoring System (CLASS) as a professional development tool. CLASS scores can be used aggregately to track quality improvements at the classroom level. Improvement at the classroom level indicates better instruction related to the standards. Information on the CLASS is available at: http://www.teachstone.org/about-the-class.

3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical

assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

DECAL is currently completing a standards alignment evaluation conducted by Sharon Lynn Kagan (Teachers College) and Catherine Scott-Little (UNC-Greensboro).

The purpose of the evaluation is to measure the vertical and horizontal alignment of the state's standards for children ages birth to eight years. The evaluation also looks at the alignment between Georgia's standards and the Head Start Standards, Common Core Standards and the WSS assessment. Following the evaluation, DECAL will achieve the following goals:

1) Revisions of the birth to three and Pre-K standards for better alignment (FY2012).
2) Develop training related to the standard revisions (FY2012).
3) For FY2013, 95% of Georgia's Pre-K lead and assistant teachers will be trained on the revised Pre-K standards.
4) For FY2013, 40% of child care learning centers will have at least 50% of applicable teachers participate in training related to the revised birth-three standards.

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3) (Click for additional instructions)

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

DECAL has been researching and planning a quality rating and improvement system (QRIS) for Georgia for several years. Initially, DECAL convened a group of the state's early childhood education and care experts and stakeholders to identify what constitutes quality in early childhood settings. DECAL then commissioned a statewide study measuring quality in early childhood programs. The study, conducted by researchers at Frank Porter Graham Child Development Institute at the University of North Carolina, helped determine the measurability of the standards and indicators that were developed and that provide a representative snapshot of quality in early learning environments across the state (http://decal.ga.gov/BftS/ResearchStudyOfQuality.aspx).

Since the completion of the study, DECAL has continued to work to create and test a model QRIS that will be used to gauge an early care and education program's movement toward higher quality. The QRIS was developed to provide a framework for improving, measuring, and supporting quality for all early care and education providers statewide. The QRIS builds on the current state initiative to align early childhood resources and systems, improve program standards and assessments, and support workforce development. The QRIS is scheduled to be implemented in January 2012.

3.3.1 Element 1 - Program Standards

Definition - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to

improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- ☑ Ratios and group size
- ☑ Health, nutrition and safety
- ☑ Learning environment and curriculum
- ☑ Staff/Provider qualifications and professional development
- ☑ Teacher/providers-child relationships
- ☑ Teacher/provider instructional practices
- ☑ Family partnerships and family strengthening
- ☑ Community relationships
- ☑ Administration and management
- ☑ Developmental screenings
- ☑ Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- ☑ Cultural competence
- ☑ Other.
Describe:

Physical Activity

- ☐ None. If checked, **skip to 3.3.2.**

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- ☑ Children with special needs as defined by your State/Territory
- ☑ Infants and toddlers
- ☑ School-age children
- ☐ Children who are dual language learners
- ☐ None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- ☑ Licensing is a pre-requisite for participation
- ☐ Licensing is the first tier of the quality levels
- ☐ State/Territory license is a "rated" license.
- ☐ Other.
Describe:

☐ Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)

☐ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)

☐ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)

☑ Other.
Describe:

The standards have been cross-walked and are aligned with Georgia's Pre-K Program standards, the new federal Head Start Child Development and Learning Framework, and national accreditation standards. Programs that meet these standards should be able to meet many of the quality improvement standards once the system is implemented.

☐ None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

Definition - For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, **skip to 3.3.3.**

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation

☑ Attaining and maintaining licensing compliance	☑	☑	☑
☑ Attaining and maintaining quality improvement standards beyond licensing	☑	☑	☑
☑ Attaining and maintaining accreditation	☑	☑	☑
☑ Providing targeted technical assistance in specialized content areas:			
Health and safety	☑	☑	☑
Infant/toddler care	☑	☑	☑
School-age care	☑	☑	☑
Inclusion	☑	☑	☑
Teaching dual language learners	☑	☑	☐
Mental health	☑	☑	☑
Business management practices	☑	☑	☑
Other. Describe:	☐	☐	☐

b) Methods used to customize quality improvement supports to the needs of individual programs include:

☑ Program improvement plans
☑ Technical assistance on the use of program assessment tools
☐ Other.
Describe:

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

☐ Yes.
Describe:

☐ No
☑ Other.
Describe:

According to the plan, technical assistance will be a vital component of the QRIS.

3.3.3 Element 3 - Financial Incentives and Supports

Definition - For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, **skip to 3.3.4.**

☐ None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
☐ Grants to programs to meet or maintain licensing	☐	☐	☐
☑ Grants to programs to meet QRIS or similar quality level	☑	☑	☑
☐ One-time awards or bonuses on completion of quality standard attainment	☐	☐	☐

	Child Care Centers	Child Care Homes	License-Exempt Providers
☐ Tiered reimbursement tied to quality for children receiving subsidy	☐	☐	☐
☐ On-going, periodic grants or stipends tied to maintaining quality	☐	☐	☐
☐ Tax credits tied to meeting program quality standards	☐	☐	☐
☑ Other. Describe: DECAL is developing financial incentives for the new QRIS which will offer incentives to help programs meet increasingly higher standards so that they can progress through the tiered system.	☑	☑	☑

3.3.4 - Element 4 - Quality Assurance and Monitoring

Definition - For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers

	Age group			
☑ Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. **The appropriate environment rating scales are used for pre- and post-assessments in DECAL-funded technical assistance projects to measure programs' gains. The Environment Rating Scales will also be used in the new QRIS.**	☑ Infant/Toddler ☑ Preschool ☐ School-Age	☑	☐	
☑ Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. **The Classroom Assessment and Scoring System (CLASS) is used annually in a sample of Georgia's Pre-K classrooms. DECAL is currently working on key initiatives that will use the toddler version of the CLASS. These will be implemented in FY2012.**	☑	N/A	☑	
☐ Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments.	☐	☐	☐	
☑ Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. **Annually, Georgia's Pre-K Program uses checklists to ensure adherence to quality materials in the classroom, appropriate lesson plans and schedules, and reliable use of assessments.**	☑	☐	☑	
☐ Other. Describe:	☐	☐	☐	

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication

☐ Include QRIS or other quality reviews as part of licensing enforcement

☐ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start,

State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review

☐ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review

☐ Other.
Describe:

☑ None.

3.3.5 - Element 5 - Outreach and Consumer Education

Definition - For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

☑ Yes. If yes, how is it used?

☐
Resource and referral/consumer education services use with parents seeking care

☐
Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting

☐
Searchable database on the web

☐
Voluntarily, visibly posted in programs

☐
Mandatory to post visibly in programs

☐
Used in marketing and public awareness campaigns

☑
Other.

Describe:

DECAL is working with partners to identify symbols or simple icons which will be used to communicate the levels of quality to families, providers, and the public. The symbols will be used when the new QRIS is fully implemented.

☐ No. If no, **skip to 3.3.6.**

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

☐
Print

☐
Radio

☐
Television

☐
Web

☐
Telephone

☐
Social Marketing

☑
Other.

Describe:

One of the State Advisory Council's goals is developing resources to empower parents. DECAL, as Lead Agency for the Council and administrator of the voluntary QRIS, will leverage and build on the Council's work to communicate the levels of quality to families, providers and the public.

☐
None.

c) Describe any targeted outreach for culturally and linguistically diverse families.

N/A

3.3.6. Quality Rating and Improvement System (QRIS)

a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5,** does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements <u>operating State/Territory-wide.</u>

☐
Participation is voluntary for:

☐
Participation is mandatory for:

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements <u>operating as a pilot or in a few localities</u> but not State/Territory-wide.

☑ No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

☑ State/Territory is in the development phase
☐ State/Territory has no plans for development

☐
Other.

Describe:

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

☐
Child care centers

☐
Group child care homes

☐

Family child care homes

☐

In-home child care

☐

License exempt providers

☐

Early Head Start programs

☐

Head Start programs

☐

Pre-kindergarten programs

☐

School-age programs

☐

Other.

Describe:

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above,

please describe:

N/A

3.3.8 Data & Performance Measures on Program Quality (Click for additional instructions)

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:

☐

Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe:

☐
Number of programs that move program quality levels annually (up or down).

Describe:

☐
Program scores on program assessment instruments.

List instruments:

Describe:

☑
Classroom scores on program assessment instruments.

List instruments:

Classroom Assessment Scoring System (CLASS)

Describe:

Georgia's Pre-K Program uses CLASS data to inform professional development and to monitor quality at the state level.

☑
Qualifications for teachers or caregivers within each program.

Describe:

Georgia's Pre-K Program lead and assistant teachers are required to register with the Professional Development Registry. Head Start staff members providing direct care services to children are required to register with the Professional Development Registry. Direct care

professionals in child care programs receiving funding in any form from DECAL are required to register with the Professional Development Registry. Professionals providing direct care to children in other child care settings are not required to register with the registry but are strongly encouraged to participate.

☑

Number/Percentage of children receiving CCDF assistance in licensed care.

Describe:

The Lead Agency uses our private provider payment contractor, MAXIMUS, to determine the percentage of children receiving CCDF assistance.

☐

Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory

☑

Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe:

DECAL supports national accreditation facilitation projects that provide technical assistance, training, and funding to programs seeking to achieve national accreditation or become reaccredited. DECAL maintains data on the number of programs participating in these projects and the number that receive financial assistance to meet national accreditation standards.

☐

Other.

Describe:

☐

None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

DECAL uses Classroom Assessment Scoring System (CLASS) scores and Pre-K teacher qualifications data for Georgia's Pre-K programs. DECAL tracks programs enrolled in the National Accreditation Facilitation projects that become accredited and reaccredited. When the quality continuum is implemented, DECAL will track the number and percentage of participating

programs that move through one or more levels.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Using ARRA funds, DECAL has delivered intensive, hands-on support to child care programs identified as seriously non-compliant with health and safety rules. The objectives of the project are to: increase the compliance levels of child care programs identified as non-compliant; sustain compliance for a minimum of six months after the intervention; increase the instructional quality of teachers and directors through training; increase the professional growth and development for teachers; provide a model for DECAL for future quality improvement for child care programs (standardize the process) and the probability for long-term sustainability; and inform staff on how to best assist programs on a quality continuum. Over 600 child care learning centers, group day care homes, and family day care homes are participating in the project. Many of these programs serve children who receive subsidies. The services include intensive technical assistance and evaluation; training that addresses compliance, standards, and instructional best practices; physical plant improvements (if needed for compliance), and an incentive for maintaining an improved level after six months of compliance. An evaluation of the project is being conducted.

In 2010, DECAL released two of three studies on the quality of child care in Georgia. In 2011, DECAL released the third study. These studies can be found at: http://decal.ga.gov/BftS/ResearchStudyOfQuality.aspx. DECAL is using the results of these studies to create benchmarks for on-going evaluations. This includes the use of the CLASS in Pre-K, other preschool settings that do not host Georgia's Pre-K Program, and toddler classrooms, and the environment rating scales. In most cases, DECAL is using non-representative samples of data from programs that choose to participate.

3.3.9 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub -section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

DECAL's Balanced Scorecard goals related to program standards are:

1. Increase the quality in child care settings by measuring the attainment of national accreditation and the changes in the tier level within the QRIS which will result in an overall 10% improvement from the baseline by FY2014.

2.Improve Pre-K Classroom Assessment Scoring System (CLASS) scored for the instructional support dimension by 20% by FY2014 from the baseline for existing teachers.

DECAL's Balanced Scorecard goal related to financial incentives and supports is:

1.Increase the number of credentialed early care and education professionals as listed in the statewide Professional Development Registry by 100% from the baseline by FY2014. The SCHOLARSHIPS program assists early care and education professionals with tuition and mandatory fees and provides a support stipend directly to them as they pursue credentials or degrees in early childhood education or child development. The INCENTIVES program supplements the compensation of early care and education professionals to improve the professional qualifications for all staff working with children ages birth up to five years and to reduce turnover in the workforce.

DECAL's Balanced Scorecard goal related to quality assurance and monitoring is to lower health and safety violations in child care settings by 15% from the baseline by FY2014.

DECAL's Balanced Scorecard goal related to outreach and consumer education is to increase the parent feedback score by 10% from the baseline by FY2014.

3.4 Pathways to Excellence for the Workforce - Professional Development Systems and Workforce Initiatives (Component #4)

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

1) Core Knowledge and Competencies
2) Career Pathways (or Career Lattice)
3) Professional Development Capacity
4) Access to Professional Development
5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

DECAL administers the Georgia Early Care Professional Development System in Georgia. The system consists of the Professional Development Registry, Training Approval, and Trainer Approval. The Professional Development Registry is managed by DECAL and credentials are evaluated and career levels are assigned by the Georgia Professional Standards Commission (PSC). The Georgia Early Care Professional Development System website is maintained for DECAL by the University of Georgia and houses the online application for Trainer Approval and

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition - For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

☑ Yes

☐ No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

☐ Other.
Describe:

www.training.decal.ga.gov/bfts/professionalDevelopmentCompetencies.doc.

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

☑ Child growth, development and learning
☑ Health, nutrition, and safety
☑ Learning environment and curriculum
☑ Interactions with children
☑ Family and community relationships
☑ Professionalism and leadership
☑ Observation and assessment
☑ Program planning and management
☐ Diversity
☑ Other.
Describe:

 Responsiveness to each child's needs

☐ None.

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

☑ To define the content of training required to meet licensing requirements
☑ To define the content of training required for program quality improvement standards (as reported in section 3.3)
☑ To define the content of training required for the career lattice or credential
☑ To correspond to the early learning guidelines
☐ To define curriculum and degree requirements at institutions of higher education
☐ Other.
Describe:

☐ None.

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

☑ Cross-walked with the Child Development Associate (CDA) competencies
☑ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)
☐ Cross-walked with apprenticeship competencies
☑ Other.
Describe:

Cross-walked with Early Childhood Education Competencies and Child Outcome Indicators in the Georgia Early Learning Standards and Georgia's Pre-K Content Standards.

☐ None.

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

☑ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.
Describe:

Early Care and Education Competencies

☑ Providers working directly with children in family child care homes, including aides and assistants.
Describe:

Early Care and Education Competencies

☑ Administrators in centers (including educational coordinators, directors).
Describe:

Administrator Competencies

☑ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).
Describe:

Technical Assistance Provider Competencies

☑ Education and training staff (such as trainers, CCR&R staff, faculty).
Describe:

Trainers Competencies

☑ Other.
Describe:

School Age Competencies

☐ None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

☑ Birth-to-three
☑ Three-to-five
☑ Five and older
☐ Other.

Describe:

☐ None.

3.4.2 Workforce Element 2 - Career Pathways

Definition - For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

☑ Yes.

Describe:

The Professional Development Registry is composed of 12 Career Levels.

Career Levels 1, 2, and 3 reflect entry-level ECE professionals. The career level is based upon high school education or GED and Early Childhood Education (ECE) training hours. These three levels meet requirements of teacher assistants in child care learning centers, and the ECE related coursework articulates to the attainment of the Child Development Associate (CDA).

Career Levels 4, 5, 6, and 7 consist of credentialed ECE professionals and define the educational requirements of Georgia's Pre-K Program assistant teachers and child care learning center lead teachers (12/2012). Career Level 4 is the Child Development Associate Certificate issued by the Council for Professional Recognition, the Professional Standards Commission Paraprofessional Certificate, or a degree from an accredited college in a non-ECE related field. Level 5 builds on those credentials and consists of the Technical Certificate of Credit in ECE, Infant/Toddler, Administration, School Age Care or a related field completed at an accredited Georgia technical college. Level 6 is the Technical College Diploma which builds academically on the Technical Certificate of Credit and articulates to Career Level 7, an Associate Degree in ECE or a related field.

Career Level 8 is a Bachelor's Degree in ECE or a related field.

Career Level 9 recognizes professional certification of ECE teachers. Career Level 10 is a Master's Degree in ECE or a related field. Career Level 11 is a Specialists Degree in ECE or Child Development. Finally, Career Level 12 is a Ph.D. in ECE or a related field.

Training, credentials, degrees, and coursework for the Career Levels must be in ECE, Child Development, or related areas of study. ECE-related credits and coursework reflect the body of knowledge valued in early care and education. While many professionals may have a degree in a

field outside of ECE, the Career Levels recognize specific academic preparation in ECE. If a degree major is not ECE or Child Development, the transcript will be reviewed by the Georgia Professional Standards Commission for ECE-related credits or coursework. Degrees are considered ECE-related if the transcripts document a minimum of 15 semester hours or 25 quarter hours of ECE-related coursework

☐ No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

b) Check for which roles, if any, the career pathway (or lattice) include qualifications, specializations or credentials.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.
Describe:

☐ Providers working directly with children in family child care homes, including aides and assistants.
Describe:

☐ Administrators in centers (including educational coordinators, directors).
Describe:

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).
Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty).
Describe:

☐ Other.

Describe:

☑ None.

c) Does the career pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

☑ Infants and toddlers
☑ Preschoolers
☐ School-age children
☐ Dual language learners
☑ Children with disabilities, children with developmental delays, and children with other special needs
☐ Other.
Describe:

☐ None.

d) In what ways, if any, is the career pathway (or lattice) used?

☑ Voluntary guide and planning resource
☐ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
☑ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
☑ Required placement for participation in scholarship and/or other incentive and support programs
☐ Required placement for participation in the QRIS or other quality improvement system
☐ Other.
Describe:

☐ None.

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice?)?

☑ Yes.

If yes, describe:

Credentials are evaluated and validated by the Georgia Professional Standards Commission (PSC), the agency in Georgia responsible for credentialing and certifying teachers. ECE professionals enter their education and training information online in the Professional Development Registry http://pdr.decal.ga.gov. This site allows individuals to track their ECE career and ascertain what direction to take to increase their knowledge of child development and their ability to provide higher quality care and education.

Documentation of the individual's training and education (certificates, transcripts, diplomas, etc.) is submitted to the Professional Standards Commission for verification, and employment roles and responsibilities are captured in order to assign a Career Level. The information in the Professional Development Registry is thus verified by staff at the Professional Standards Commission. Individual profiles are available to each registrant to use in tracking professional development. A printable resume of verified credentials including career level and employment experience is available to all registrants.

☐ No.

3.4.3 Workforce Element 3 - Professional Development Capacity

Definition - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

☑ Yes.
If yes, describe:

Because credential requirements for teachers in child care programs and Georgia's Pre-K Program have increased, it was imperative to ascertain the availability of the required certification and degree programs. The Technical College System of Georgia (www.tcsg.edu) provides Technical Certificates of Credit (TCC), Technical College Diplomas (TCD), and Associate Degrees (AAT and AAS) in Early Childhood Education, Infant Toddler Care, Afterschool Care, Special Needs, and Administration. TCSG has a campus within 50 miles of all cities in Georgia and online courses (http://www.gvtc.org/) are offered for greater availability and accessibility of these educational opportunities.

Five articulation agreements currently exist between the technical colleges and the colleges/universities that offer four-year bachelor degrees in ECE. There is an articulation agreement with the Council for Professional Recognition that issues CDA Certificates and the Technical College System of Georgia. All Council-issued CDA Certificates articulate into college

credit for three courses, nine hours, of ECE coursework.

The Georgia Professional Standards Commission created and has begun issuing a Birth through Five Certification in response to the demand for teaching credentials and appropriate coursework for professionals working with the birth through five populations. Georgia State University created a Birth through Five Bachelor's Degree and graduated their first ECE teacher in 2010 with student teaching completed in a Georgia's Pre-K Program classroom. The University System of Georgia offers many online courses to meet the needs of working ECE professionals seeking additional education.

☐ No.

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

☑ Yes.
If yes, describe:

The Training Approval System maintains a statewide calendar of approved training available to ECE professionals. This calendar is available online at www.training.decal.ga.gov. Trainers and training must meet state required competencies. The trainers and training opportunities are offered at varied levels to meet the educational needs of ECE professionals statewide. Training is provided for basic, intermediate, and advanced levels (I, II, and III). Trainers are required to possess credentials to train at level I, II, or III. Specialty trainers are approved to provide specific training within their areas of expertise but not necessarily within the competency needs of the beginner, intermediate, or advanced skill levels (i.e., H1N1 training, asthma, diabetes, CPR).

☐ No.

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

☑ Standards set by the institution
☑ Standards set by the State/Territory higher education board
☑ Standards set by program accreditors
☐ Other.
Describe:

☐ None.

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

☑ Training approval process.
Describe:

 The process is outlined and an online training approval reference guide is available at https://www.training.decal.ga.gov/bfts/includes/files/GCCTARG.pdf. Training can be submitted only by an approved trainer and must meet the criteria established in the competencies. Random observations of the training sessions and mandatory evaluations of each training are required to provide quality assurance.

☑ Trainer approval process.
Describe:

 The trainer application and discussion of approval process are available online at https://www.training.decal.ga.gov/bfts/trainerApplication.do.

Beginning January 1, 2011, all new trainers meet the requirements of Trainer I, II, or III (bachelor's or graduate degree in ECE, 60 hours of adult learning, three years experience in ECE, trainer orientation, two professional reference letters). All trainers approved by Georgia Training Approval prior to January 1, 2008 had three years to re-apply (until January 1, 2011) and must meet the requirements of Trainer I, II, or III.

 The Specialty Trainer designation is only for those who do not meet the requirements for Trainer I, II, or III but do have qualifications in a specialty field relevant to ECE, such as Special Needs/Inclusion, Child Abuse, Infectious Disease, Safety & Injury Control, or Administrative Management of Programs. ECE is *not* considered a specialty field.

The Trainer I, II, and III designations are for those who wish to provide training in ECE.

Trainers are approved for five years, and each training is evaluated and approved prior to delivery. Unannounced observations of a sampling of training are conducted to provide quality assurance. All complaints are investigated, and trainers are assessed and reevaluated.

☑ Training and/or technical assistance evaluations.
Describe:

 Technical Assistance providers are required to complete technical assistance training and are approved at three levels of skill and technical assistance delivery. The process is described at: https://www.training.decal.ga.gov/bfts/technicalAssistanceProviders.do.

Renewal of any Technical Assistance Professional Designation is required. As with any professional designation, it is important to maintain current knowledge in the field of early care and education. The Georgia Technical Assistance Professional Designation is good for three years from the date the designation is awarded. During the three-year period, technical assistance providers must complete and document 4.5 Continuing Education Units to retain the designation.

☐ Other.
Describe:

☐ None.

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

☑ Yes.
If yes, describe:

The Technical College System of Georgia (TCSG) has articulation agreements with five universities and colleges. The TCSG institutions are accredited and the coursework completed in the attainment of the Technical Certificate of Credit (TCC), Technical College Diploma (TCD), and/or Associate of Applied Science/Technology (AAS/AAT) articulates toward the completion of a BA/BS at those schools.

☐ No.

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

☑ Yes.
If yes, describe:

The Technical College System of Georgia has an articulation agreement with the Council for Professional Recognition to accept the CDA Certificate signed by the Council as three basic ECE courses for attaining a Technical College Certificate, Technical College Diploma, or AAS/AAT. The 120 training hours alone do not articulate since there is a requirement for there to be a final assessment/test in order to provide accepted credit for coursework. However, the portfolio, parent surveys, and final observation/assessment provide the requirements of a final exam required to articulate the CDA into nine semester hours of ECE coursework toward attaining a higher credential.

☐ No.

3.4.4 Workforce Element 4 - Access to Professional Development

Definition - For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made

aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☑ Yes. If yes, for which sectors?
☑ Child care
☑ Head Start/Early Head Start
☑ Pre-Kindergarten
☑ Public schools
☑ Early intervention/special education
☑ Other.
Describe:

School Age Care

☐ No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☑ Yes.
If yes, describe:

The Georgia Early Care and Education Professional Development System allows early care and education professionals to access their online training calendar and conduct an online search for state approved training in their database. In addition, the regional Child Care Resource and Referral Agencies publish available training on their websites and in their newsletters. Newsletters are e-mailed and also mailed to child care programs to ensure access for those professionals who do not seek information online.

☐ No.

https://www.training.decal.ga.gov/bfts/findtraining.do

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☑ Scholarships.

Describe:

The SCHOLARSHIPS program assists eligible early care and education professionals with tuition and mandatory fees and provides a support stipend directly to themas they pursue credentials or degrees in ECE or child development See: http://www.caresolutions.com/content/page.cfm/183/.

☑ Free training and education.
Describe:

DECAL has specific annual training requirements for ECE in order to meet licensing and registration requirements. In addition, there are specific training requirements for Georgia's Pre-K Program teachers. DECAL delivers training at no expense to ECE professionals. There are online training opportunities for these training sessions to reduce the time away from the program and the travel expenses associated with training. The training provides Continuing Education Units and Professional Education Units for renewal of certifications (teacher certification and CDA).

In addition, "Approved Entities," other state and federal government agencies are also responsible for delivering training to child care professionals in Georgia. These entities, which include the Department of Public Health, Department of Defense, Babies Can't Wait, Behavioral Health and Developmental Disabilities, Child, Youth & School Services, Georgia State University Best Practices Training, Kennesaw State University Department of Elementary and Early Childhood Education, Southern Crescent Technical College, University of Georgia Cooperative Extension, and the University of Georgia McPhaul Child Development Lab all provide free training and education opportunities to ECE professionals.

☐ Reimbursement for training and education expenses.
Describe:

☑ Grants.
Describe:

ECE professionals may access Georgia's HOPE Scholarship and HOPE Grant programs (http://gacollege411.org/or www.gsfc.org) that offer forgivable loans and grants for tuition and other educational expenses for students to attend colleges and technical schools. Georgia residents are eligible for the HOPE Grant for up to 63 semester or 95 quarter hours of study toward a certificate or diploma at public institutions regardless of high school graduation date or grade point average.To qualify for HOPE Grant funding, the certificate or diploma program must be approved by the Technical College System of Georgia or be a comparable program of study approved by the Board of Regents. Full-time enrollment is not required, but students must make satisfactory academic progress to maintain eligibility. The HOPE Grants and HOPE Scholarships are funded by the Georgia Lottery for Education.

☐ Loans.

Describe:

☐ Loan forgiveness programs.
Describe:

☐ Substitute pools.
Describe:

☐ Release time.
Describe:

☐ Other.
Describe:

☐ None.

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☑ Yes.
If yes, describe:

DECAL contracts with Care Solutions, Inc. to provide career counseling and to manage the SCHOLARSHIPS and INCENTIVES programs for child care professionals. Care Solution staff members provide career counseling via telephone on the varied credentialing opportunities offered to ECE professionals; in person at workshops, conferences, and meetings; and online (http://www.caresolutions.com/content/page.cfm/148/). Professionals are advised about the requirements of the credentials and degrees, financial resources available, and local educational institutions that offer the credentials the professionals are seeking.

In addition, each regional CCR&R employs staff who advise ECE professionals preparing to submit CDA applications to the Council for Professional Recognition

☐ No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☑ Yes.
If yes, describe:

A cadre of credentialed technical assistance consultants is available statewide. DECAL consultants provide technical assistance to licensed and registered child care programs and to Georgia's Pre-K programs. In addition, DECAL contracts with each regional child care resource and referral agency to provide technical assistance and coaching to child care programs to improve quality or to obtain national accreditation. DECAL also awards technical assistance contracts to agencies working with programs to attain national accreditation.

☐ No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce Conditions

Definition - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

☑ Yes.
If yes, describe:

Georgia's Pre-K Program requires specific credentials for Pre-K lead and assistant teachers and sets minimum salary requirements for these roles. The salary scale is located in the Pre-K Providers' Operating Guidelines located online at: http://www.decal.ga.gov/Prek/GuidelinesandAppendix.aspx.

☐ No.

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

☑ Yes.
If yes, describe:

Using ARRA funding, DECAL has administered the First-time Incentive to Raise Standards for Teachers (FIRST) program that awards ECE professionals a one-time bonus of $1200 for earning their first ECE credential. The program is time-limited because of restrictions to its federal

funding.

☐ No.

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☑ Yes.
If yes, describe:

DECAL administers the INCENTIVES program,a salary supplement program that rewards ECE professionals for their educational attainment and for remaining employed in the same child care program for 12 consecutive months. Payments range from $500 to $1,500 annually depending on the level of education attained. Approved applicants, who meet all program eligibility requirements, receive two equal payments over a 12-month period. Eligible professionals are receive two payments for each level of credential they earn in the progression toward a four-year or advanced degree.

☐ No.

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes.
If yes, describe:

☑ No.

3.4.6 Data & Performance Measures on the Child Care Workforce - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

☑ Data on the size of the child care workforce.
Describe (optional):

 The 2007 Economic Impact Study provided scientific estimates for the state's child care workforce (http://www.decal.ga.gov/BftS/ResearchEconomicImpact.aspx). Currently, the Professional Development Registry is collecting information. However, the registry cannot be used to estimate the size of the workforce at this time.

☐ Data on the demographic characteristics of practitioners or providers working directly with children.
Describe (optional):

☑ Records of individual teachers or caregivers and their qualifications.
Describe (optional):

 Georgia Pre-K lead teachers and assistant teachers must meet specific credential qualifications to be in compliance with program standards. The qualifications are verified by DECAL and documented on the rosters maintained in the Pre-K data system, PANDA, within DECAL.

The credentials of the child care workforce are captured in the Professional Development Registry. These credentials are verified by the Georgia Professional Standards Commission, the certification/credentialing agency for Georgia. The Professional Development Registry is a voluntary system available to all ECE professionals to track their careers. Participation is mandatory for any ECE professional receiving funding from DECAL including, but not limited to, Georgia's Pre-K Program teachers, SCHOLARSHIPS recipients, and INCENTIVES recipients. The system was implemented online July 2010.

☐ Retention rates.
Describe (optional):

☑ Records of individual professional development specialists and their qualifications.
Describe (optional):

 The Trainer Approval System requires specific credentials, including a minimum of a bachelor's degree, experience working with children, and training in adult learning to be approved to train Georgia's ECE professionals. A database of approved trainers (Levels I, II, and III and specialty trainers depending on their level of credential and experience) and the training provided can be found at www.training.decal.ga.gov. This information is maintained at the University of Georgia through a contract with DECAL.

☑ Qualifications of teachers or caregivers linked to the programs in which they teach.
Describe (optional):

The Professional Development Registry provides data on the ECE professional's employment location and his/her credential.

☑ Number of scholarships awarded .
Describe (optional):

Care Solutions, Inc., which manages the SCHOLARSHIPS program through a contract with DECAL, maintains data on the number of SCHOLARSHIPS awarded to eligible ECE professionals.

☑ Number of individuals receiving bonuses or other financial rewards or incentives.
Describe (optional):

Care Solutions, Inc., which manages the INCENTIVES program through a contract with DECAL, maintains data on the amount of INCENTIVES bonuses awarded to eligible ECE professionals.

☑ Number of credentials and degrees conferred annually.
Describe (optional):

The Council for Professional Development provides information to DECAL on the number of CDA credentials conferred. The individual educational institutions within the Technical College System of Georgia and the Georgia Board of Regents maintain data on the number of credentials and degrees each institution confers annually. At this time, there is no system in place for obtaining this data.

☐ Data on T/TA completion or attrition rates.
Describe (optional):

☑ Data on degree completion or attrition rates.
Describe (optional):

The Professional Development Registry tracks career level advancement/change. This system went live in July 2010.

☐ Other.

Describe:

☐ None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☑ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☑ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.
Describe:

 Pre-K lead and assistant teachers are required to register with the Professional Development Registry. Head Start staff who provide direct care services to children are required to register with the Professional Development Registry. Direct care professionals in child care programs receiving funding in any form from DECAL are required to register with the Professional Development Registry. Professionals providing direct care to children in other child care settings are encouraged, but not required, to register with the Professional Development Registry.

☑ Providers working directly with children in family child care homes, including aides and assistants.
Describe:

Family child care providers offering direct care to children may voluntarily register with the Professional Development Registry; they are required to register if they receive funding from DECAL

☑ Administrators in centers (including educational coordinators, directors).
Describe:

 Administrators in programs are encouraged, but not required, to register with the Professional Development Registry.

☑ Technical assistance providers (including mentors, coaches, consultants, home

visitors, etc.).
Describe:

Child care consultants, Pre-K consultants, and CCR&R professionals providing indirect care services to children are required to register with the Professional Development Registry. All other consultants and coaches are encouraged, but not required, to register with the Professional Development Registry.

☑ Education and training staff (such as trainers, CCR&R staff, faculty).
Describe:

CCR&R staff are required to register with the Professional Development Registry. Trainers and ECE faculty are encouraged, but not required, to register with the Professional Development Registry.

☐ Other.
Describe:

☐ None.

b-2) Does the workforce data system apply to:

☑ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?
☑ all practitioners working in programs that receive public funds to serve children birth to age 13?
☐ No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

N/A

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

The Professional Development Registry was implemented July 2010. DECAL is monitoring the implementation of the system by tracking the number of ECE professionals who are registered.

3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

Core Knowledge and Competencies

DECAL has set research-based minimum credentials for lead and assistant teachers in Georgia's Pre-K Program. The Classroom Scoring and Assessment System (CLASS) observations completed in each Pre-K class in the 2010-2011 school year will serve as a baseline to track changes in credentials and success in individual Pre-K classrooms. DECAL is also monitoring how staff credentialing and experience changes impact Pre-K classroom quality. Due to recent budget constraints, Georgia's Pre-K Program has been reduced from a 10-month program to a nine-month program, which has reduced Pre-K teacher salaries. Therefore, even though DECAL has not lowered the minimum educational requirement, DECAL expects that some experienced Pre-K teachers will explore moving to a higher grade level. DECAL is using the CLASS observations, conducted as a baseline in the 2010-2011 school year, as a measurement tool to track any changes in quality that may occur.

Career Pathways
DECAL developed the Career Levels for Early Childhood Education professionals based on training, education and credentials. These levels are part of the Professional Development Registry (PDR). Each level builds on the prior level credential.

Pre-K teachers and assistant teachers are required to register with the PDR and their credentials are verified through the Georgia Professional Standards Commission, the teacher certification agency in Georgia. The career level assigned is cross-referenced with the Pre-K database and the credentials of the teachers are reported and tracked. The goal is to have 90% of all Pre-K lead teachers holding a bachelor's degree or higher and 90% of all assistant Pre-K teachers holding a CDA or higher credential within the next two years.

In licensed child care programs, the lead teachers will be required to hold a CDA or higher credential by December 2012. A sampling of lead teachers will be taken from the PDR in FY2011 to obtain a baseline. Another sampling of the early childhood workforce will be taken from the PDR to ascertain the change in credentials. Though registration in the PDR is voluntary for many of these early childhood educators, any child care professional participating in grant-funded programs provided by DECAL must be registered in the PDR.

Professional Development Capacity
Trainer approval and training approval combine with the PDR to create the Professional Development System in Georgia. Trainers are approved based on their credentials and proven knowledge of the subject for which they are providing training. The trainers are approved at levels I, II, III, and specialty trainer. The levels indicate the credential level of the trainer and indicate the level of training s/he can provide (basic, intermediate, and/or advanced). Approved

trainers submit each training course they propose to deliver for evaluation. Each training is evaluated before being identified as state-approved to ensure that it addresses the ECE competencies and meets requirements. State-approved training provided by approved trainers is available through onsite training, online training modules, and conferences. An increase of 10% in available, appropriate, approved training is the goal for the next two years. In January 2011 all trainers had to meet the more stringent educational requirements. Therefore, this FY2011 data will provide a baseline of approved trainers and the training they are approved to deliver.

Access to Professional Development

DECAL is developing and expanding online teaching modules and podcasts for Georgia's early care and learning professionals. The online teaching modules will be informed by current early care and education research and innovative technology. The teaching modules will focus on the domains and developmentally appropriate practices that are indicators of high quality. The modules and podcasts will be made available to every teacher (all child care learning centers, group and family day care homes, and school systems) and all licensed/registered early care and education programs in Georgia. This accessible, effective training for professionals will increase the number of qualified teachers and the quality of care. The teaching modules and podcasts are scheduled to be released during FY2012. In the first year of implementation, DECAL will track the number of ECE professionals who complete each teaching module and measure the learning gains as demonstrated by pre- and post- assessments.